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GRADUATE STUDY FOR ME?

A Guide for Extension Workers



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FEDERAL EXTENSION SERVICE

UNITED STATES DEPARTMENT OF AGRICULTURE

"I would address one general admonition to all: that they consider what are the true ends of knowledge, and that they seek it not either for the pleasure of the mind, or for contention, or for superiority to others, or for profit, or fame, or power, or any of these inferior things; but for the benefit and use of life."

—Francis Bacon

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GRADUATE STUDY FOR ME?

By Mary L. Collings
Extension Education Specialist
Staff Development

You are considering graduate study. Friends, from time to time, discuss the pros and cons with you. Some of them have been taking off-campus courses. Others have decided to go on study leave and take full-time graduate programs. Administrators and supervisors occasionally speak of the need for extension workers to undertake professional improvement.

The Need

You wonder whether or not you need graduate study. You may not be studiously inclined; the thought of going to school again may have little appeal.

A district extension agent, back in 1929, wrote the following letter to his State extension director:

"Dear Director:

My personal opinion upon the subject of advanced study for extension workers is somewhat as follows:

- 1. The success of extension agencies is not noticeably limited by a scarcity of technical information.*
- 2. Technical information is abundantly available to all county agents.*
- 3. Any agent should be able to comprehend any subject matter that is teachable to the common run of farmers.*
- 4. Advanced farmers can obtain advanced information from technical sources.*
- 5. Advanced study of technical subject matter does not lead into county agent work, but narrows one out of it.*
- 6. The highest attributes of a county agent are, in my opinion, guts, vision, tact, system, and technical knowledge—in the order of their importance.*
- 7. The first four are not acquired by advanced study of technique, and a B.S. degree is fully adequate for the last.*
- 8. Extension work is art and craftsmanship rather than science.*
- 9. The former is a natural gift, and the latter acquired by skill and experience.*
- 10. None of these can be acquired while on leave of absence.*

Very respectfully,

....., District Agent."

Few are left in the Service today who would agree with this district agent. Leaders today say that we must place even more emphasis on training. If we are to serve effectively as teachers, we must know more about the subject than the people we teach. We must emphasize training of our personnel in communications. Extension administrators must be willing to provide sufficient encouragement in the form of leave and financial assistance to make professional improvement efforts possible.

W. I. Myers, former dean, College of Agriculture, Cornell University, said:

“The Extension Service is one of the great social inventions of our time. It is a unique contribution of the United States that is being adapted by other countries of the world to their own conditions. . . . We will need better trained extension workers to plan and carry out more comprehensive and more effective extension programs that will be planned 5 to 10 years ahead. . . . County agents of the future . . . should have a minimum of 5 years of college training culminating in a master’s degree. Some will need the depth of training emphasized by the Ph. D. degree, not only for their job, but as a prerequisite for promotion to administrative posts.”

The need for advanced training, beyond the bachelor’s degree required for employment, grows out of changing situations, such as:

1. Rapid obsolescence of knowledge.
2. Rising educational levels of U.S. population generally.
3. Increased breadth and complexity of extension programs.
4. An urban, as well as a rural, clientele, requiring for extension workers an understanding of new audiences.
5. Rising costs of staffing and operating extension services, making highly competent personnel even more necessary than in the past.

The Benefits

“He who never builds castles in the air, never builds castles at all.” If you were to build your own “castle in the air” for a graduate study program, what design would it take?

First, let’s look at some of the possible benefits:

- increased knowledge
- better service
- self-fulfillment
- promotion
- salary increase

Of course, you would expect to gain knowledge. Would you also want advanced study to provide you with a promotion and salary increase? Or would you be content that it helped you give better service to the people of your State? Or do you expect advanced study to simply give you a feeling of self-fulfillment and personal growth?

Your motive is important in the satisfaction you gain. The surest benefit is self-fulfillment, for it grows out of your own efforts and achievements more than all the other benefits you may seek. The other benefits are not guaranteed, but they may follow.

If one or more of these benefits looks inviting to you, the arguments for continuing your education will lead you to a plan.

The Plan

Drawing up your plan for professional improvement will require at least six major decisions. These are:

Decision 1—Do-it-yourself or academic study?

Decision 2—On-the-job or leave for study?

Decision 3—Go-it-alone or seek financial help?

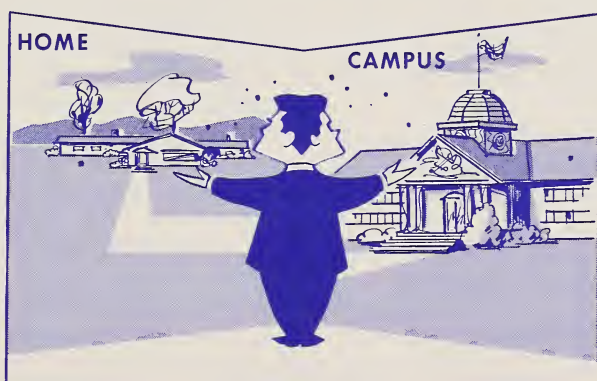
Decision 4—Which institution to choose?

Decision 5—Education or training?

Decision 6—What field of study?

You will have to put in some time thinking through these big questions as well as many minor ones.

DECISION 1



Decision 1—Do-It-Yourself or Academic Study?

Professional improvement may take the form of self-directed study. It can be entirely “do-it-yourself,” without benefit of academic enrollments or professional guidance. You can become an authority about your own county or State, through careful, systematic, planned observation and analysis.

You can:

1. Take an openminded attitude toward new ideas that come to you in day-to-day contacts. Seek out new experiences.
2. Broaden your interests by general reading (news, professional journals, magazines, books).
3. Take part in the programs of your State and National professional organizations, (county agents' association, home agents' association, professional societies, etc.).
4. Participate in civic and cultural activities in your community.
5. Take advantage of assistance offered by specialists and supervisors.
6. Become familiar with extension studies and other research and use them in your situation.
7. Initiate a study of your own work; cooperate with experiment station staff in studying local problems.
8. Take advantage of community resources such as libraries.
9. Take a planned study tour; enroll in a study group.
10. Write a case history of some piece of work you have done where results are worthy of study.

You can undertake a planned reading program. Ask your local library or the university library for bibliographies on subjects that interest you. The daily newspaper or current magazines list books, print book reviews.

Armed with these you can set out on a leisurely journey to explore the best minds of all ages as they are expressed in books. Eventually all study programs will require considerable reading.

The "do-it-yourself" route is inevitably a part of every kind of professional improvement. All learning is an active process, requiring attention, concentration, and self-application.

You know, however, that self-directed study is a lonely process. There is no "eye to catch" and no other mind to respond when you run across new ideas that spark your interest. There is no guide or counselor to clarify, motivate, and encourage. In all except the newer fields of study, years, even centuries, have gone into searching, sifting, grouping, and organizing the body of knowledge that is the heart of the field. A good teacher is a valuable guide to unlock the mysteries of knowledge and relate one part to another.

Decision 2—On-the-Job or Leave for Study?

You are well aware that a year-round job such as extension work affords no easy time for study leave. You may want to consider taking a class or two during official hours or in the evening. Nearby colleges or off-campus centers set up by your own land-grant institution may offer a convenient arrangement that fits into your work schedule. This way, you and your family may remain in your present home, where adjust-

DECISION

2



ments in school and social contacts will not be required. Your study program does not entail a reduction in family income and does not depend on an outside source of income. You can manage one or two classes during a semester out of current salary without too much strain. There will be no risk of a transfer to a new location as leave for study often requires.

Of course your "on-the-job" study program, if you earn a degree, will take several years. Getting the best sequence of courses is sometimes difficult. Concentrated study after a full day's work is exhausting. Reading and discussion with faculty and students is cut to a minimum.

Long stretches of "on-the-job" classes become a grind which destroys a good deal of the pleasure of learning. Yet these classes as a start do allow you to try your hand at graduate study.

If you can possibly manage the leave and the expense, you will do well to devote full time to graduate study. You will do more reading, discussing, and thinking of what you are learning.

Your study program, if given full time, will take on more depth. Teachers are more available for counseling. There is the atmosphere of a great university and the society of scholars to encourage you to greater appreciation of learning.

Graduate study is different from undergraduate. As one authority said:

"Graduate education means, or should mean, instruction in the methods of acquiring knowledge, training in extracting meaning from facts, and experience in the discipline of self-instruction. . . . Undergraduate instruction consists largely in 'pumping information in' while graduate training consists in 'drawing out the intellectual resources of the mind.' Graduate students must not only know facts but they must also learn the significance of facts as material for the construction of concepts and generalizations."

Unless you are prepared with a great deal of inner drive to roll up your sleeves and tackle graduate study for yourself, you can never last through "on-the-job" study.

Your decision will depend on: How much inner drive you have; how important it is for you and the family to remain in the community where your job now is; how important it is for you to keep the particular job you now hold; how soon you would want to complete your study program; how much depth you seek in a study program; whether you and your family can live on less than your full salary.

If you decide on leave for study in a degree program, you know you should face up early to the fact that your previous academic performance will determine whether, and how quickly, you can gain admission into a full-time graduate degree program.

DECISION 3



Decision 3—Go-It-Alone or Seek Financial Help?

Not many have money stashed away for study leave. At present rates the tuition costs of a master's degree will reach approximately \$500–\$1,000. You may want to apply the same decision-making process you use with farm families to this question: "For me, how financially feasible is graduate study?"¹

If you decide you must have outside help, apply early and carefully. Most grants are small, are limited to students in a specific institution, or limited to one field of study. Some require a certain number of hours of service of some specific type.

Graduate Study in Extension Education in Land-Grant Colleges and Universities lists courses in this field, requirements, facilities, and financial aid available at these institutions. You can get a copy from your State director or State training leader.

¹ See appendix for form on which to figure financial feasibility of graduate study.

Bibliographies and reports on financial aid to graduate students are available from the U.S. Department of Health, Education, and Welfare, Washington 25, D.C.

Selected full-length references on scholarships and fellowships for graduate students are listed in:

1. Feingold, S. Norman. *Scholarships, Fellowships, and Loans*. Boston: Bellman Publishing Co., Inc., 1955 (3 volumes). Lists the sources of financial aid to students. Concentrates on scholarships not controlled by institutions of higher learning.
2. Rich, Wilmer S. *American Foundations and Their Fields*. Seventh edition. New York: American Foundations Information Service, 1955. Lists more than 4,000 foundations, giving the amount expended in 1954, and for what purpose.

Information on grants known to the Federal Extension Training Branch has been made available to your State leader of training. You may also want to consult him about grants available through the National Defense Education Act and the National Science Foundation.

Consider Your Study Plan Before Seeking Grants

Write to the institutions where you are considering studying. In a careful letter, tell the head of the department you expect to major in what your interests are, why you are considering this particular institution, what your academic record is, and ask if there is financial help available. Write the kind of letter that might interest the faculty in having you study there.

The better grants go to students who have already proved themselves in the department. If you can possibly do so, you may find it an advantage to enroll in summer school in order to make a record as a student before you request financial assistance, or at least discuss your plans with a faculty adviser. Good advice on applying for grants comes from the Association of American Colleges.

"Most fellowships now require the completion of an application form of some type which may range from a brief page or two to a rather extensive request for information in questionnaire form. The typical application requests information such as the following:

Name, address, and present school of applicant.

Personal information such as age, citizenship, marital status, military status, sex, height, weight, and condition of health.

Undergraduate training and any graduate work which may have been completed.

The names of references. Usually on a graduate level this includes faculty persons who are familiar with the applicant's work, rather than character references.

"To the application form must be attached supporting documents including the transcript of grades, unless it is the school's policy to transmit them directly. Occasionally, a recent photograph must be supplied.

"Letters of recommendation are usually sent separately by the persons recommending the applicant and they may be in the form of a rating scale supplied by the fellowship source or simply by personal letter, if no form is included.

*"The most important part of any application, whether by form or by letters, is the answer to the question 'what are your plans for graduate study and how do they relate to the future career you have in mind.' . . . The reviewing committee wishes to know how much ability he has to think the problem through. . . . It should be remembered that foundations are not in a position to counsel students; this is something the student should get from his own school. . . . The major concentration of a few years of graduate training must lay the foundation for a whole productive lifetime. To decide this on the basis of the availability of a fellowship shows a dangerous lack of judgment."*²

If a grant is not forthcoming, you may want to consider a loan. Loans are available through Epsilon Sigma Phi and the Hattie M. Strong Foundation, 1625 I Street NW., Washington, D.C.

DECISION 4



Decision 4—Which Institution To Choose?

Once you make the decision of financial feasibility, you've passed a major hurdle. Next, you'll want to select the institution in which to study. This you will want to do with as much care as you selected your career. Indeed, the institution may have a great bearing on your future career opportunities. Consider your own personality and educational needs as well as the institution's "personality" and offerings. Involved in this decision are such choices as:

² *Directory of Fellowships in the Arts and Sciences*, 1957 Edition, Association of American Colleges, Washington, D.C.

1. Study in the large school having specialized graduate programs vs. study in the small school with a limited number of graduate departments.
2. The land-grant vs. the non-land-grant institution.
3. Institutions drawing sizable numbers of extension students vs. those with heterogeneous student groups.

If you have had strong undergraduate preparation and enjoy independent thinking, you may wish to select a non-land-grant institution or a large land-grant university with little or no enrollment of other extension people. Such universities will broaden your contacts and open up new avenues of thought.

If, however, you need the encouragement and support of faculty and students who know extension work and who can aid you in translating new ideas into "extensionese," you might seek a university having a sizable enrollment of extension workers. In recent years, the largest enrollment of extension students in graduate programs in extension education were reported by Cornell University, Michigan State University, Ohio State University, University of Missouri, and University of Tennessee.

More important than enrollment figures, you will want to consider the quality of the teaching and other facilities. These vary among colleges, departments, and teachers within departments. No way has been found to measure institutional excellence objectively.

Information to help you judge various educational institutions is available in books such as:

1. Ness, Frederic W. (ed.), *A Guide to Graduate Study Programs Leading to the Ph. D. Degree*. American Council on Education, Washington, D.C., 1960.
2. *American Universities and Colleges*, Mary Irwin, editor, American Council on Education, Washington, D.C., 8th edition, 1960.
3. Blauch, Lloyd E., *Education for the Professions*, U.S. Department of Health, Education, and Welfare, Office of Education, 1955.
4. *Graduate Student Enrollment and Support in American Universities and Colleges*, 1954. National Science Foundation.

Decision 5—Shall I Seek Education or Training?

Vice Adm. H. G. Rickover makes a useful distinction between education and training:³

"Education goes to the whole of a man's personality, seeking to enrich it by widening his intellectual horizon. In contrast, training merely seeks to fit the young into their native society.

³ Vice Adm. H. G. Rickover, "The World of the Uneducated," *Saturday Evening Post*, Nov. 28, 1959. [Italics ours.]

DECISION 5



"Education is directed toward *enlargement of the individual's comprehension of the world* by giving him the knowledge and the mental capacity to understand what lies beyond his personal experience and observation. . . . Training, on the other hand, develops in youth character traits to suit the predominant ethical and religious beliefs of the community and teaches socially approved manners, mores and personal appearance. . . . *Training also develops vocational skills which qualify one to earn a living by doing a specific type of routine work.*"

Much of what he says applies equally well to graduate study and the decision you face. But at the graduate-study level it means a choice between the so called "scholarly" degree and the professional degree.

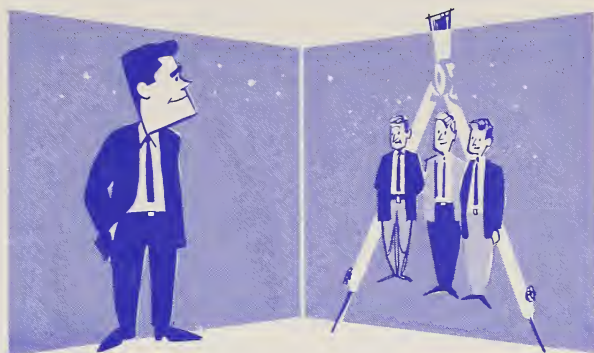
The scholarly degree emphasizes "mastery of a substantial body of precise and specialized knowledge," and "education for general cultural development and understanding." It is a research-oriented degree.

On the other hand, the professional degree emphasizes skills in performing practical operations, or personal qualifications essential to doing the job; learning techniques and up-to-date "know-how" rather than comprehensive knowledge. It is for practitioners. It emphasizes prescribed course work and comprehensive examinations, but does not require a thesis or foreign language. Yet the best professional education is at the same time liberal and vocational.

In the last analysis, perhaps the best guide to you in making the decision for broad education or for professional training is to be found in your own image of what you would like to be. If your image of the truly educated man or woman is that of the scholar, by all means steadily move toward this image. If, on the other hand, you value most the person of practical affairs, seek your own self-fulfillment in a professionally oriented graduate course.

Most educators would say that it takes both kinds of experience to round out a lifetime of learning.

DECISION 6



Decision 6—What Field of Study?

Having in mind institutions whose programs you would like to explore in more detail, you are now ready to study course requirements as described in their catalogs. You'll need to read carefully the section of the catalog describing the prerequisites for graduate work, as well as the courses offered and requirements in the departments you are considering.

Does the school recognize the importance of programs of study which lie on the borderland between two or more recognized fields of learning? Extension work is so broad that any single field of learning is not apt to satisfy you entirely. Be sure the university's requirements are flexible enough to let you map out, with guidance, a program adapted to your needs. If you are working toward an advanced degree (especially toward a Ph. D.), it is advisable to concentrate your studies more than if you are not interested in a degree.

Your needs are special, but the following fields of study are possibilities to consider.

1. Technical Subject-Matter Fields in Agriculture and Home Economics

Undergraduate study, no matter how superior, did not supply you with all the necessary information and skills in the basic technical fields. There is more emphasis now on basic fields, such as genetics and biochemistry, than in the past.

Other needs you may not recognize so readily. You'll want to talk with the best trained men on your campus about possibilities in these technical fields.

2. Administration

Administration is no longer considered a field of study appropriate only for men at the top of the extension organizational ladder. When administration is interpreted as "cooperative action to accomplish

common goals" this becomes an area for training appropriate to each extension worker.

The larger institutions offer such degree programs in Business Administration, Educational Administration, and Public Administration. Look for those courses that emphasize administration as related to the psychological and sociological climate in which it operates.

3. *Adult Education*

Extension is the largest, most effective organization for adult education in the world today, yet a good many of its personnel know little or nothing about the overall adult education movement of which it is a part. From departments of adult education in the larger institutions, extension students are learning new appreciation for their own organization. You can learn of current research findings regarding the needs, interests, motivations, capacities of adult learners, and how these change over the lifespan. You can study theories of learning and leadership. You can increase your skill in helping people, through group processes, solve many community or national problems.

4. *Anthropology, Economics, Human Development, Psychology, and Sociology*

You are aware of the extension worker's need to understand the psychological and social basis of behavior—how individuals and groups behave and why they behave as they do. This knowledge adds skill in working with people.

These matters are basic to study in the behavioral sciences, including anthropology, psychology, sociology, and in human development. Almost all graduate programs allow some concentration of study in one or more of these disciplines as support to the major field. No one graduate program can encompass them all. No extension graduate student can afford to entirely ignore any of them.

5. *Communications*

Basic problems in using the written and spoken word plague most of us. Many extension workers have much to learn about communications theory and process, media and their use, and communications skills. These areas can make up a stimulating graduate program in communication arts.

6. *Political Science*

A field long neglected by extension workers, political science, has much to offer. Such a graduate program aims to help the student understand the political process and the way people have sought to change and control their environment through political and legal institutions. It ranges from State and local governments to international affairs. Public policy, public affairs, and citizenship education are facets of a study program in this area.

7. Labor and Industrial Relations

As the Extension Service moves more into urban areas, there is need for understanding urban points of view, social organization, and labor-management problems. Perhaps you have considered some facet of labor and industrial relations as an area of specialization. In such a program, you would study labor movements, labor law, labor economics, industrial and labor relations problems. Extension workers knowledgeable in these matters will be increasingly needed.

8. Resource Development

As cities grow, pressures are mounting for more county resource development. Possibilities in this field are specializations in land or water resource development, urban planning, park management, or resource conservation. Such a graduate program includes supporting course work in economics, forestry, geology, political science, and many other areas.

9. Other Areas

Possible areas of study are numerous. Choosing yours is not an easy task. But, by selecting supporting courses well, you can focus your efforts on the areas which mean most to you.

No one can make the choice for you, but many will try. Unless you learn about the possibilities and analyze your own needs and interests you can be led into a study program to which you cannot give your best effort. With much scanning of college catalogs and an equal amount of soul searching, you can find the area of study which is right for you.

And Finally

An extension editor was asked, "Why do you want an advanced degree?" His answer?

"The accomplishments of the Extension Service in its first half century have been tremendous. Now the curve has reached the point where continued upward progress by traditional methods occurs only with greatly increased input increments. This . . . demands new ideas, new approaches. If information workers are to trigger this advance . . . I want to be prepared for it; to help it arrive, if possible."

As you seek to "help it arrive" by undertaking advanced study, may rich experience and direct acquaintance with knowledge await you!

IS GRADUATE STUDY FOR ME?

This form will help you make your decision about graduate study. The best decision is, of course, the one that offers you the greatest hope of achieving your life aspirations or goals, or the one most likely to lead to outcomes you will be happy about.

This form is for your use only. It is not to be handed in or mailed in to anyone.

You may be contemplating *whether* to undertake graduate study or *where*, or *what* program of graduate study to undertake. If *where* or *what*, you will need a copy of this form for each alternative you consider seriously.

1. If I do *not* undertake graduate study, I (or my family and I) envision the following in my (or our) future:
 - a. My (or our) goals—things I (or we) very much want (and can reasonably expect) to *do*, to *have*, and to *become* in the years ahead:
 - (1) Family goals
 - (2) Social goals
 - (3) Status goals
 - (4) Financial goals
 - (5) Travel goals
 - (6)
 - (7)
 - (8)
 - b. My job(s)—position(s), duties, rank(s), location(s), etc. in the years ahead.
 - c. My salary: I can reasonably expect it to rise from \$..... per year (my present salary) to about \$..... per year by about 19__ and reach a probable maximum of about \$..... per year by about 19__.
 - d. Undesirable aspects of my work, difficulties I am encountering or can foresee, risks ahead, etc.
 - e. Things I like and expect to like about my work:

2. If I *do* undertake the graduate study I am contemplating, I envision the following in my future, *if different from the corresponding items under 1 above*.
 - a. My goals—things I very much want to *do*, to *have*, and to *become* in the years ahead (could and would my [our] goals be different from 1a?):
 - (1) Family goals
 - (2) Social goals
 - (3) Status goals
 - (4) Financial goals
 - (5) Travel goals
 - (6)
 - (7)
 - (8)
 - b. My job—position, duties, rank, location, etc.—in the years ahead (would my job expectations be different from 1b?).....
.....
.....
 - c. My salary (would my salary expectations be different from 1c?):
I could expect it to rise from \$. per year (my present salary) to about \$. per year by about 19__ and reach a probable maximum of about \$. per year by about 19__.
 - d. Undesirable aspects of my work, difficulties and risks I could foresee, etc. (if different from 1d).....
.....
.....
.....
 - e. Things I would expect to like about my work (if different from 1e).....
.....
.....
.....
3. The possible increase in my earnings due to graduate study may need to be considered in light of:
 - a. Risk entailed in debt I would incur to go to school, and interest I would pay on it. ☐
 - b. Uncertainties of professional advancement and promotion. ☐
 - c. My needs for money now as compared with later. ☐
 - (1) I expect to need *more* money in about ____ years than I need now. ☐
 - (2) I expect to need *less* money in about ____ years than I need now. ☐

- (3) I do not expect any material change in my needs for money over the next ____ years. ☐
- d. The possibility that I may not work all my life for a salary. ☐
- e.
- f.
4. More specifically, I contemplate enrolling as a candidate for a degree in
(Subject)
at and pursuing graduate
(Institution)
study for months from, 19__ to, 19__.
5. To see *if it is financially possible* for me to do this, I will list below the money I would have to have and the money I could get:

Cash outlays and expenses that would have to be met while I would be doing graduate study

Money I could get to finance graduate study

Tuition, fees, etc.	\$ _____	Salary, or part of my salary while in school. \$ _____
Books.	_____	Loan.
Transportation.	_____	Fellowship.
Rent or house payments.	_____	Scholarship.
Food.	_____	Take out of my (or our) savings.
Clothing.	_____	
.....	_____	Sale of.
Taxes.	_____
Life insurance premiums	_____	
Other financial obligations.	_____	
Recreation.	_____	My wife's earnings while I would be in school.
.....	_____	Rent of our house.
.....	_____	
Total.	_____	Total.

6. *Net cost* of contemplated graduate program:

a. *Reduction* in income:

- (1) I would lose \$_____ per month in salary for ____ months. \$ _____
- (2) \$ _____
- Total. \$ _____

b. *Additions* to income:

- (1) Additional earnings of my wife* \$ _____
- (2) Scholarship**.. _____
- Fellowship.
- Total.

*For example, if we move to a town where she can earn more.

**Scholarships are not considered income for tax purposes if not in payment for services rendered.

c. To estimate *roughly* what you would lose, in money, if you do the graduate program, subtract b from a. The result is the *approximate net cost* of your graduate study. It is not the same as Item 5. If you want a *more accurate* estimate of the net cost, complete d, e, and f.

d. *Additions to costs* due to my being in school:

- (1) Tuition, fees, etc. \$ _____
- (2) Books..... _____
- (3) Transportation.. _____
- (4) Rent..... _____
- (5) Food..... _____
- (6) Social, recreational expenditures.... _____
- (7) _____
- (8) _____
- Total..... _____

e. *Reductions in costs* due to my being in school:

- (1) \$ _____
- (2) _____
- (3) Transportation _____
- (4) Rent..... _____
- (5) Food..... _____
- (6) Social, recreational expenditures.... _____
- (7) _____
- (8) Income tax.... _____
- Total..... \$ _____

f. Net cost = c + d - e = \$ _____

7. I think I probably (can) (cannot) expect to recover the cost (as estimated in item 6c or 6f) over the next __ years, in the form of increased salary. (Compare item 2c with item 1c.)

- a. I think the probability of my being able to recover the cost over the next __ years is about ____ chances out of ten.
- b. I need to give (no), (little), (much) consideration to the probability of recovering the cost.

8. In view of all of the foregoing, other relevant considerations are ..

.....

I have decided

- (1) Not to undertake the graduate study contemplated ☐
- (2) To undertake it ☐
- (3) To consider the following alternative.....

Cooperative Extension Work: United States Department of Agriculture and State Land-Grant Colleges and Universities Cooperating.
 Issued December 1962.

